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ABSTRACT

A study determined whether former participants in the Winthrop Writing Institutes (annual summer institutes based on the National Writing Project model) had improved classroom instruction in writing by using strategies taught in the institutes and whether they had continued to grow professionally. Surveys were returned by 49 of the 89 (1981 to 1989) participants who were still in the education field. Results indicated that: (1) junior high/middle school and secondary teachers were enrolling in the institutes at a much higher rate than other groups; (2) most teachers had more than 5 years of experience but were 10 or more years away from retirement; (3) former participants were using more class time in the teaching of writing; (4) participants believed that their students were better writers; (5) journal writing was the teaching strategy identified as being the most productive, while freewriting, modeling, and organizational strategies were also viewed as productive; and (6) former participants were not more active in seeking additional training through professional groups and inservice. Findings suggest that the Winthrop Writing Project has been effective in improving classroom writing instruction by increasing the amount of class time provided for the teaching of writing, by the variety of strategies being used in that teaching, and by former participants' growth in their own writing skills. (Contains 17 references; names of reviewers of drafts of the questionnaire, a description of data collection methods, and transcripts of audiotaped interviews are attached.) (RS)

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IMPACT OF THE WINTHROP WRITING INSTITUTE ON PARTICIPANTS' TEACHING AND WRITING

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IMPACT OF THE WINTHROP WRITING INSTITUTE ON PARTICIPANTS' TEACHING AND WRITING 1981 THROUGH 1989

IMPACT OF THE WINTHROP WRITING INSTITUTE ON PARTICIPANTS' TEACHING AND LEARNING

INTRODUCTION

Since the Bay Area Writing Project (BAWP) began at the University of California-Berkeley, "tens of thousands of teachers have been retrained"(Daniels and Zemelman 3). This instruction was based on the belief that "teachers who were given the opportunity to write, to share their work with colleagues, to study recent composition theory and research, to reexamine their own classroom practices, and to develop their own plans for improved instruction would become more effective writing teachers" (Daniels and Zemelman 3).

The need for this retraining gained nationwide attention when such popular magazines as Newsweek, in its December 1975 issue, decried that there was a "writing crisis" in our schools (qtd. in Neil 5). Others expressed concern over the "greater premium" which is placed on students' abilities to read and listen than is placed on their abilities to speak and write (Graves 5). That many educators recognized this crisis became evident as the BAWP became the National Writing Project (NWP) and multiplied into over one hundred affiliated sites whose training institutes follow the basic tenets of the original BAWP: teachers who teach writing make the best instructors; participants should come from all areas and grades; and an emphasis should be on small-group techniques (Neill 61). Silberman gave further credence to the NWP when she stated that this was the "only one writing project [that] has welcomed teachers from every field and grade level from the outset ...the original Bay Area Writing Project has extended its reach to become the only national writing project--indeed, the only international project" (85).

Recognizing the need for teachers to receive training in the teaching of writing, Winthrop College (now University) offered its first summer writing institute, the New Jersey Writing Project which was an affiliate of the then BAWP, in 1981 with a grant from the National Diffusion Network. In 1982 the Winthrop Writing Project (WWP), which was formerly the CYLUC-W Writing Project, became part of the newly established South Carolina Writing Project (SCWP). This statewide coalition of eight independent writing projects was based on the National Writing Project model (Barnett 52).

During the nine years included in this study (1981- 1989), the Winthrop Writing Project, has enrolled over one hundred teachers, from various content fields and from early childhood through college levels. After nine years of writing institutes, the former directors of the institute concluded that a study needed to be conducted to determine what has occurred in the classrooms and in the professional lives of former writing institute participants. This need was reinforced further by the 1988 results of National Assessment of Educational Progress (NAEP): three-fourths of eighth grade students

received an hour or less of writing instruction per week and two-thirds of students in grades eight and twelve reported that they were asked to write only one or two paragraphs a week (Applebee 7). Thus, the objectives of this study were to determine if former participants had improved classroom instruction in writing by using strategies taught in the institutes and if they had continued to grow professionally. In other words, had their attendance at one or more Winthrop Writing Institutes (WWI) made a difference?

STUDY DESIGN

The researchers determined that a questionnaire which allowed for both choice and brief comment items would be best for data collection. Although the researchers recognize the potential bias of self-reporting instruments, these do provide an appropriate form of data collection. Borg and Gall stated that "the mailed questionnaire can be a very valuable research tool in education" (423).

The questionnaire document was designed with three major focuses or divisions: demographics of participants, current classroom practices in the teaching of writing, and continued professional growth in the area of writing. The teaching focus of the questionnaire was related directly to one of the basic assumptions of the NWP: "Student writing can be improved by improving the teaching of writing, and the best teacher is another teacher" (Goldberg 67). Another focus of the study was learning, or continued professional growth. In open ended items such as "describe how your 'comfort' level toward your own writing skills has changed" and "describe your activities with the [professional] group," the researchers were considering two other assumptions of NWP: "Teachers of writing must write" and "Meaningful change can only occur over time" (Goldberg 67).

Before the initial questionnaire was mailed, three South Carolina educators not associated with the WWP, but who were knowledgeable about the NWP, were asked to evaluate the instrument for clarity and usefulness of all items. Two additional educators, both of whom had participated in writing institutes, reviewed the third draft of the instrument (see Appendix A). When changes, based on the critiques, were completed, the questionnaire and an accompanying letter were mailed to 108 former participants. The decision was made not to include the 1990 participants in the study as the initial survey was to be mailed within a few months of their completing the institute. Also not included in the initial mailing were former participants who were no longer in the education field or former participants who were known to have moved and for whom no current addresses could be obtained. After six months, a second mailing with another letter and the same questionnaire was sent to fifty-seven nonrespondents.

Mailing	Number	Undeliverable	Delivered	Respondents
October	108	19	89	32
May	57	0	57	19
			Total Respondents	49

FIGURE 1

There was a return rate of 55%, or forty-nine of the eighty-nine delivered questionnaires were returned by former participants (see FIGURE 1). According to Kerlinger, return rates on mailed questionnaires "of less than 40 to 50% are common. Higher percentages are rare" (414). However, Borg wrote that if percentage of returns were less than 70% the results were suspect unless the respondents were "representative of the population from which they were drawn" (86). The percent of respondents was higher than the return rate given as "common" by Kerlinger; however, the data were suspect by Borg's standards without proof that the respondents were representative of the total group of writing institutes participants. To investigate the representative nature of the respondents the researchers tabulated the enrollment in each institute, the number of "delivered" questionnaires (not returned by postal service), and then compared the delivered questionnaires with the questionnaires returned to the researchers. When former participants indicated that they had attended more than one institute, they were counted in the delivered category for each year of enrollment and in determining the percent of representation for each year. As FIGURE 2 indicates the percentage of respondents for each year varied between 32% and 100% with every institute being represented by at least three former participants.

Year	Delivered Questionnaire	Respondents	Percent of Representation
1981	15	10	66.7
1982	8	3	37.5
1983	11	8	72.7
1984	28	9	32.1
1985	12	7	58.3
1986	8	8	100.0
1987	4	3	75.0
1988	18	7	38.9
1989	11	7	63.6

FIGURE 2

As each year of the institute was represented by almost one- third or more of the "delivered" questionnaires, the researchers determined that the sample was "representative of the population from which they were drawn" (Borg 86). Therefore, a third mailing was not deemed necessary. A questionnaire data spread sheet based on the forty-nine responses and comments written on the returned questionnaires have been placed in Appendix B. The code used to identify each column of the spread sheet has been typed in caps beside the item on the questionnaire.

In addition to the questionnaire which contained choice answers and written comments, teachers from five of the nine writing institutes were interviewed individually by one of the researchers. The complete text of the interviews may be found in Appendix C. Therefore, the analysis of the data section does contain quantitative and qualitative data. The interview questions were designed to elicit responses which would negate or substantiate the quantitative data. The analysis of the quantitative and qualitative data should reflect the demographics of the teachers attracted to the institute's format and philosophy, the classroom changes which had occurred after attendance at one or more institutes, and the continued professional growth which had taken place. This analysis could then be used to study current writing institutes' practices and to make appropriate changes. For a complete compilation of questionnaire comments written by respondents see Appendix B. The comments pertaining to each section of the original questionnaire were numbered identically to the questionnaire.

ANALYSIS

Demographics

As indicated by FIGURE 3, enrollment in the writing institute is highest among secondary and middle school teachers. Of the four participants not represented on the graph, two marked middle and secondary, one marked middle and elementary and the other one wrote "adult education."

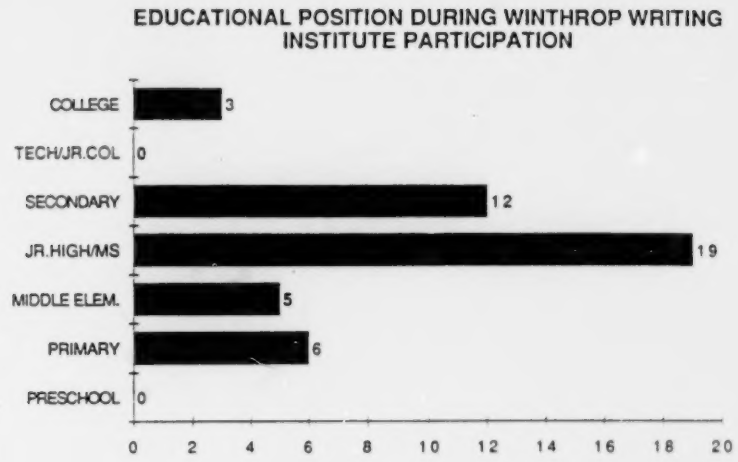

FIGURE 3

In responding to the number of years of teaching experience, no respondents had twenty-six or more years of teaching experience and only three participants reported twenty-one or more years of classroom experiences. Most of the respondents (77.5%) were teachers with six-to-twenty years of experiences. The data indicated that the institute attracted few beginning teachers and an even smaller number of veteran teachers (see FIGURE 4).

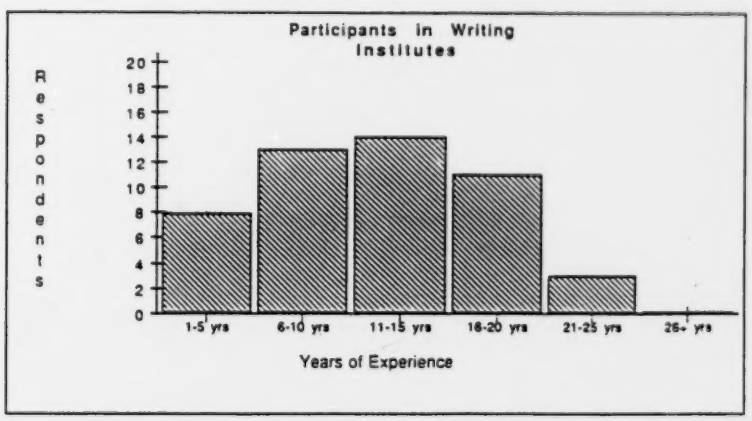

FIGURE 4

Item D - "Why did you decide to participate in the institute?" - allowed participants to check more than one reason so that the total choices on FIGURE 5 exceeds forty-nine. The largest number of participants were drawn to the institute because of interest in the program. The four who marked "other" explained that they had been invited, that they wish to prepare for leading future writing institutes,or that they had read In the Middle by Nancie Atwell and were "converted" to her teaching philosophy.

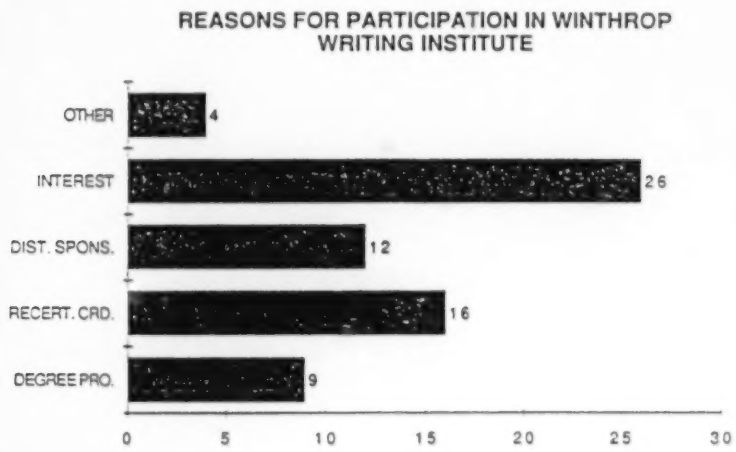

FIGURE 5

As indicated, the largest portion of participants' fees was paid by their districts with the next largest group indicating that payment, for the registration, came from personal funds. Most of those who responded with the "other" category indicated that payment came from grants of various types.

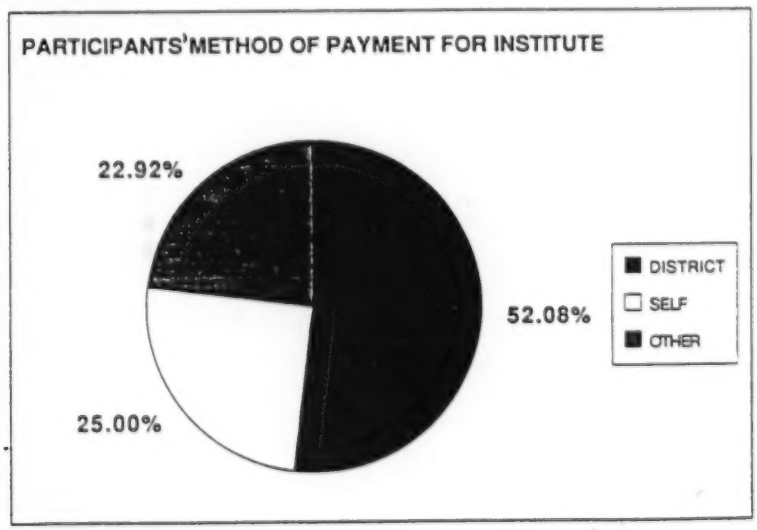

FIGURE 6

Teaching

The second major division of the questionnaire was designed to determine if any changes in former participants' teaching had occurred. Information from this section reflected more class time was being given to the teaching and practicing of writing. FIGURE 7 shows that the largest number of respondents now devoted one-to-two hours more per week to writing instruction and that the next largest number of respondents increased writing time to more than two hours. Therefore, of the former participants more than 86% now use more class time for writing instruction than they did prior to enrollment in the institutes. The comments from this section did not explain why 4.55% of the respondents now spent less time in the teaching of writing.

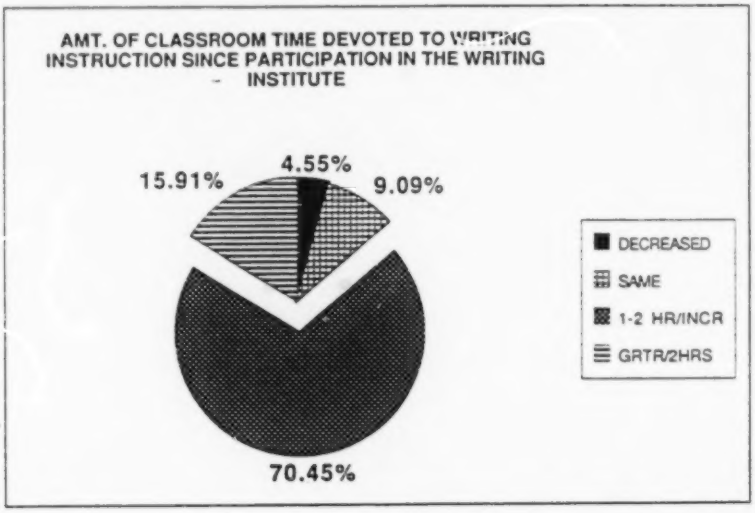

FIGURE 7

In addition to the class time spent on writing, the researchers reviewed curriculum materials used in past institutes and listed key strategies taught to determine which ones were considered most productive. Directions to the respondents were to check all writing strategies used in their classrooms. Respondents who marked this item of the questionnaire selected at least two strategies. Five respondents omitted this item with explanations that they were in a supervisory role or no longer teaching on a daily basis. An unexpected result of the compilation was that summary writing was marked only by those respondents who checked three or more of the choices; therefore, this strategy was not represented singularly but was reflected in the ALL section of the following graph (see FIGURE 8).

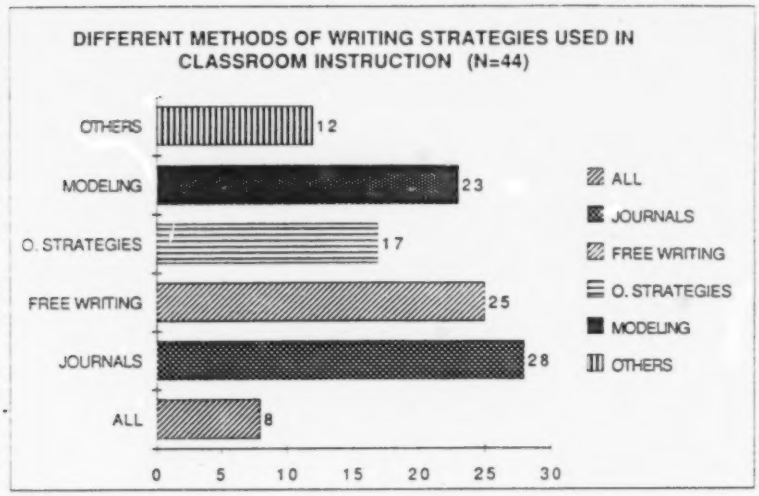

FIGURE 8

Written comments on the questionnaires explained how the selected methods of writing strategies were being used. Journals, the most frequently chosen strategy, were used as reactionary writings to information, responses to check understanding of unit materials, diaries, project journals, free writing, and focus-and-"think"-time. The strategy Modeling for Types of Writing was interpreted in various ways. Several participants mentioned the use of literary patterns while others referred to modes of writing. A few indicated that modeling referred to the use of students' drafts and the works of professional writers. Free writing was selected by almost half of the respondents. Teachers mentioned that this was done during the prewriting stage of the writing process to stimulate imaginations and "to put it on the paper." Organizational strategies used by respondents were jot lists, mapping or webbing, and data charts.

Two dicotomous (yes/no) items were included in this section. The first item requested information on whether former participants viewed "writing as an important way of helping your students to learn in content fields." Forty-three respondents marked "yes"; one responded "no"; and five did not mark either choice. Among the writing strategies being used for learning in content fields were double entry journals, learning logs, summary writing, patterns for paragraphs, and creative word problems in math. For a complete listing of strategies see Appendix B.

The second dicotomous item asked if attending the institute had aided the participants' current students in becoming more effective writers. Forty-one former participants indicated that their students were better writers, six respondents marked neither choice, and two

marked "no." Only one who marked "no" on this item included a comment,"I don't feel that the caliber of students' skills is better." Samples of comments from the 86% of the respondents who marked "yes" that their students were more effective writers included: "Indirectly, perhaps, my goal is to stimulate thinking" and "Students view writing as fun rather than a punishment." When those who marked "yes" were asked to select the basis for this belief, most checked "quality of their writing" and "attitude toward writing assignment." Both quality of writing and attitude toward writing assignments were considered by the researchers as more subjective than the other three choices. Respondents chose these subjective measures almost twice as often as evaluation, standardized achievement test scores, and BSAP (South Carolina's Basic Skills Assessment Program) scores on writing. The respondent who marked "other" explained: "They more easily (readily, willingly, painlessly) are able to develop topics."

Learnings

The third major focus of the questionnaire was to measure if the institute had promoted continued professional growth in the area of writing (see FIGURE 9). Of the forty- seven who responded to this item, twenty-eight (59.6%) indicated "yes" that they had obtained additional training in writing since attending WWP. Nineteen (40.4%) answered "no." The most frequent places for the additional training were seminars and professional meetings; a somewhat smaller number cited district staff development meetings. It should be noted that one former participant commented, "Experience on a day-to-day basis has trained me."

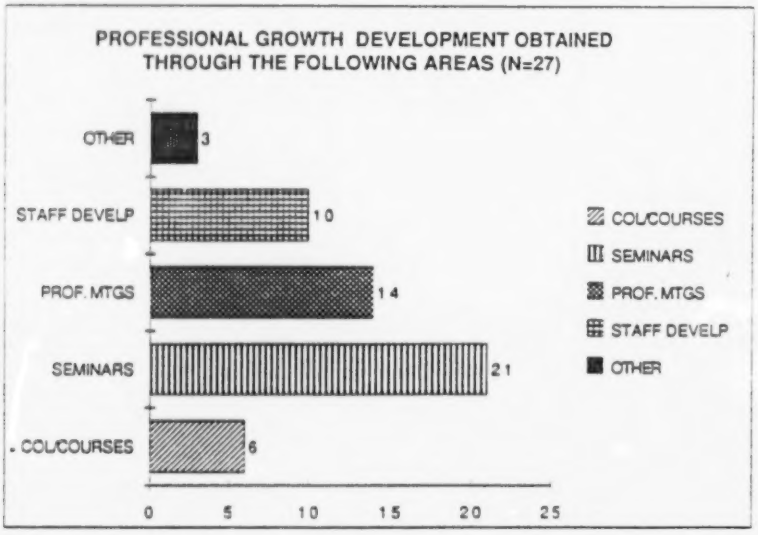

FIGURE 9

A second question which related to professional growth was whether the respondents had become more active in professional organizations since participating in the writing institute. A surprising twenty-nine (61.72%) answered that they had not. Only eighteen (38.28%) replied that they had. Comments from the "nos" included: "I am as active as I have always been" and "There is no time." One "no" respondent wrote, "I plan to become more involved this year." Respondents indicating "yes" were asked to name the organization joined since participation. (No organizations were listed on the questionnaire.) The most frequent organizations mentioned were The South Carolina Council of Teachers of English (SCCTE) and National Council of Teachers of English (NCTE), local reading group (Palmetto International Reading Association), state reading organizations, and the Association for Supervision and Curriculum Development (ASCD). For a complete listing of organizations named see Appendix B. When asked to describe involvement with the professional groups, respondents mentioned being an officer, attending meetings, presenting at conferences, and participating in writers' programs. Responding to whether they "read more widely now in professional journals", twenty-four (49%) responded yes; twenty-two (45%) responded no; and three gave no response.

The professional growth section of the questionnaires requested comments on how former participants' "comfort level" toward personal writing had changed. The responses ranged from "I've always felt comfortable with my own writing" to "from sheer panic to semipleasurable" to "I learned that I am a good writer...." Still others wrote about specific successes that they experienced: "I write more often in my own journal and have submitted and had published two short pieces written in the institute"; " I feel more confident now and competent as a writer. I recently submitted an article to Reading Today, but haven't heard from it. Before SWI [summer writing institute], I would not have considered writing an article--certainly not submitting one"; and "Very comfortable! I have written a [grant] proposal!"

An open-ended item, which requested comments that the respondents wished to make about the Winthrop Writing Institute, completed the "professional growth" section of the questionnaire. Some comments dealt with growing confidence in their own writing ability: "The Winthrop Writing Institute was an exciting, enlightening journey into the whole realm of writing." Other comments discussed strategies for teaching students to write: "Lots of good ideas and suggestions for practical use in my classroom." One group of respondents commented on successes that they or their students had had with writing: "Of the 101, 8th grade students I taught in 1989-90, 96 passed the writing portion [of the South Carolina Basic Skills Assessment Program] (95.1%)." and "Last year my students published three anthologies." Additional comments related to the need for advanced courses using the writing institute format: "I thoroughly enjoyed attending the Writing Institute. It was, perhaps, the most motivating class I have ever

attended. It was interesting to receive this survey because I had just been thinking I would like to a short refresher course in teaching writing. I get so caught up in my 'have to's,' that I don't get many of my 'want to's' done."

The last division on the questionnaire asked, "If a way were provided for networking teachers who had attended writing institutes, would you be interested?" Of the forty- nine respondents, ten did not respond, six marked "no," and thirty-three (67.3%) marked "yes."

CONCLUSIONS

One purpose of the study was to examine the types of teachers attending the writing institutes. The demographics of the respondents reflected that junior high/middle school and secondary teachers were enrolling in the institutes at a much higher rate than other groups. Preschool and technical/junior college teachers were not attending. Also, the major population for the institutes was drawn from teachers who had more than five years teaching experience but were ten or more years away from retirement. By coupling the experience data with the method of payment information, the researchers concluded districts chose to pay for those "mid-experience" teachers to attend the institute because they were more likely to stay in the field for a number of years.

Although the data is of the self-reporting type, it would appear that former participants are using more class time (one or more hours per week) in the teaching of writing and that they believe that their students are better writers (83.7%). Although many teaching strategies learned in the institute were identified by respondents as productive, journals were the most frequently selected strategy: 57% marked journals and 16% percent marked all strategies used, indicating that almost three-fourths (73%) of former participants used journals. Janet West, one former participant interviewed, explained the use of journals in her classroom:

> One thing that is a direct result of the WP [Winthrop Summer Institute] is that our children start at the beginning of third grade in the gifted and talented program keeping a journal and the teachers respond to the journal on a weekly basis and this journal stays with the children throughout the RISK program. ... We now have a couple of groups of children who have gotten their journals back at the end of fifth grade. And these are a record of three years of their growth and three years of responses from the teacher.
>
> (See Appendix C for interview information)

Evidently former participants agreed with Jenkins: "Journals play a vital role in the development of fluency (715) and "Journals are places for experimentation" (716). Smith expands these ideas with "but a more

important value of journal writing is its potential for reflection and for changing the perception of the writer" (172).

Other strategies viewed as productive by a number of respondents were freewriting, modeling, and organizational strategies. Freewriting techniques were described in written comments as "imaginative, creative" and "as [an] invention device." Modeling was interpreted frequently as "patterns." Organizational strategy responses were listed as specific types: sentence stretching, webbing, and jot lists.

The item on the questionnaire which asked respondents to describe their "comfort level toward writing" generated positive comments. Many former participants wrote that they are better writers because of attending the Winthrop Writing Institute. Their voluntary comments indicated a willingness to share their writing publically through submission of writings for publications and/or for grant applications.

An unexpected outcome was that former participants were not more active in seeking additional training through professional groups and inservice. This statement should be tempered with two comments: some respondents who marked "no" were already active in professional organizations and those who marked "yes" reported high levels of participation. Vickie Brockman, a former participant, delineated how active she had become in professional organizations:

> I have served as secretary and vice-president for membership for the South Carolina Council Teachers of English; and I now edit "The Harbinger," which is their newsletter. All those things I feel like I have been involved in because of the WP. I also received an EIA teacher grant last year for a reading program that my students participated in that also includes a writing aspect.
>
> (See Appendix C for interview information)

IMPLICATIONS

Although the response rate did not equal the return percentage criterion indicated by Borg (86), it exceeded the "common" return rate indicated by Kerlinger(414). The time lapse, of up to nine years, between a former participant attending an institute and receiving the questionnaire must be considered in viewing the results. Another point in favor of accepting the results as being credible was that the data was found to be "representative of the population from which it is drawn" (Borg 86).

Data from this questionnaire has provided general information on three areas: demographics, teaching and learning. It has helped, also, to identify other questionnaires which would be of a more narrow or specific nature. One such questionnaire might identify middle school and secondary teachers as to the content fields that they taught in

order to identify which content fields were not being represented in summer writing institutes.

A second type of questionnaire on how assessment techniques learned in the institute were being used in classrooms would be beneficial. For example, an entire questionnaire could be centered around successful conferencing techniques. Kuriloff contends that "the writing conference emerges as a critical vehicle for communicating with students. In addition, we find that the collaboration which occurs between teacher and student in the conference setting serves not only to instruct students in writing but to further their thinking" (55). Given the support by Kuriloff of conferences as a "critical vehicle for communicating with students," this strategy and others taught in writing institutes necessitate a separate questionnaire.

Additionally, a questionnaire which would identify how former participants were being used as teacher-consultants would add an important dimension to the study of the impact of the Winthrop Writing Project. During the institutes, participants prepared and presented a demonstration worthy of inservice presentation. The assumption was made that these presentations were to be used for inservice in their districts (Capper and Bagenstos 6). However, the information on how former participants were providing inservice training was not a specific part of the questionnaire. The only data received on the teacher-consultant role in inservice were available through voluntary written and interview comments.

An implication derived from this study, then, is the need for a less general quesionnaire and for more specific questionnaires, such as questionnaires on content fields, assessments, and teacher-consultant roles. Data from these specific questionnaires would add important information on determining the impact that the summer writing institutes have had on classroom instruction.

The Winthrop Writing Project has been effective in improving classroom writing instruction by increasing the amount of class time provided for teaching of writing, by the variety of strategies now being used in that teaching, and by former participants' growth in their own writing skills. The researchers found that many writing strategies learned in the institute were being used to teach writing. Various types of journals were being used by almost three-fourths of the former respondents and were being used at all grade levels. Additional popular writing strategies being used were freewriting and modeling.

Another benefit received from the Winthrop Writing Project is that former participants view themselves as writers willing to take risks and to write for publication through educational journals and grant writing. Thus, a basic assumption of the National Writing Project, "Teachers of writing must write," is achieved (Goldberg 67).

The assumption that participants would become more active in professional organizations, would read more in professional journals, and would seek additional training did not prove to be as conclusive. However, data did not reflect the number of participants who were active in professional organizations prior to the institute, who were

already studying educational materials, or who were already attending professional meetings. The researchers could have easily added a third choice which enabled respondents to state that they were active prior to the institute. Perhaps, this data has pointed to a need for advanced courses which would encourage classroom based research by former participants and for networking the former participants to provide support and growth opportunities (Capper and Bagenstos 6).

This study's findings are supported by Pritchard who states that "virtually every study of teachers who have participated in NWP training indicates that teachers show striking improvement in their attitudes about themselves as writers and as teachers of writing" (qtd. in Capper and Bagenstos 8). Selected comments from the fourth item of the questionnaire that support Pritchard's findings include: "All teachers should have some type of writing workshop because writing should be an integral part of the curriculum. As a result of my writing instruction, I feel that my effectiveness in all areas has improved"; "I give the Winthrop Writing Project credit for keeping me in my classroom as an effective teacher. Without the WWP I may have stayed in the classroom but I'm not sure I would have been or felt I was effective. WWP increased my awareness of the power the classroom teacher has and gave me the tools to ignite my students with that power! WWP fostered leadership skills in me that have proven beneficial to myself, my school and school district. Without my writing project experience I wouldn't have felt adequate in these roles"; and " My students really enjoy writing now. Last year my students "published" three anthologies. Four of my students won prizes for pieces of writing. Of the 101 8th grade students I taught in 1989-1990, ninety-six passed the writing portion [BSAP] (95.1%). I submitted a proposal to teach using a reading/writing workshop approach and received State Department approval. Last year my district awarded me a grant to purchase a book binder and combs like those used at SWI. Students have created their own book covers as well as using cereal box covers."

In addition to the voluntary written comments, there were quantitative responses which indicate that most former participants are spending more class time on writing instruction, are using strategies learned in the institutes, and are viewing their students as better writers.

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Appendices

Appendix A

Reviewers of First Draft

Reviewers of Second Draft

Appendix B

Data Collection

(1) Questionnaire

(2) Data Spreadsheet

(3) Written Comments from Questionnaire

Appendix C

Texts from audio taped interviews

Appendix A

Reviewers of First Draft

Cheryl Sigmon
South Carolina State Department of Education

Kemble Oliver
Center for Computers and Writing
English Department
University of South Carolina

Curt Elliott
Richland School District One
English Consultant

Reviewers of Second Draft

Lyn Zalusky Mueller, Ph.D.
Director, Writing Improvement Network
Co-Director, South Carolina Writing Project

Harriett Williams
Instructor of Sumter Writing Project

Appendix B

IMPACT OF THE WINTHROP WRITING INSTITUTE ON PARTICIPANTS' TEACHING AND LEARNING

As a former "summer fellow," please complete this survey on how your participation in the Winthrop Writing Institute has affected your teaching of writing. In order for the survey to be considered valid, we need a return of 80% or higher. There should be a self-addressed envelope with the items to facilitate the return of the document to Nell. In the reporting of the data, no person will be identified by name, school, or town. As schools and colleges move into the 1990's, data such as this will be invaluable in determining the impact of the National Writing Project model on teaching practices and teacher/student learnings.

Check all which are appropriate.

I. **Demographics**

A. I was part of the following Winthrop Writing Institute(s).

1981 _____	1986 _____
1982 _____	1987 _____
1983 _____	1988 _____
1984 _____	1989 _____
1985 _____	

B. My educational position when I was part of the institute(s) was

[POS]

1. Teacher
   (Pre) Preschool _____
   (P) Primary _____
   (ME) Middle Elementary _____
   (MS) Junior High/Middle School _____
   (S) Secondary _____
   (TS) Tech School or Junior College _____
   (C) College _____
2. Media Specialist
   Elementary _____
   Junior High/Middle School _____
   Secondary _____
   Other (Identify) _____
3. Administration/Supervision
   Please specify type and grade levels for which you were responsible.
4. Other _____ (Please explain.)

C. What was the number of years of teaching experience that you had at the time of your participation in the institute?

[NO]

(1) 1-5 years _____	(4) 16-20 years _____
(2) 6-10 years _____	(5) 21-25 years _____
(3) 11-15 years _____	(6) 26 or more _____

Please return the survey by May 20th.

[PART] D. Why did you decide to participate in the institute?
(DP) Degree Program _____
(RC) Recertification Credit _____
(DS) District Sponsored _____
(INT) Interest _____
(O) Other _____ (Please explain.)

E. If your job description has changed since your participation, briefly describe your current job.

[PAY] F. Who paid for your participation in the institute?
(D) District _____
(S) Self _____
(O) Other _____ (Please explain.)

II. **Teaching**

The purpose of this section is to get an accurate description of what instructional changes were made because of your participation in the Writing Institute.

If you are currently teaching, please answer the following items.

A. [TIME] The amount of classroom time devoted to writing instruction since my participation in the Writing Institute has
(1) decreased. _____
(2) remained the same. _____
(3) increased by at least 1-to-2 hours per week. _____
(4) increased by at least _____ hours per week.

B. Check the writing strategies which you use in your classroom. Explain how you use each strategy checked.

[WRISTR]
(J) Journals _____

(SW) Summary Writing _____

(FW) Free Writing _____

(OS) Organizational Strategies (e.g., Frames, Webbing, Data Charts) _____

(M) Modeling for Types of Writing _____

ALL

Others _____

(If additional space is needed, use back.)

[LEARNCON]

C. Do you now view writing as an important way of helping your students to learn in content areas?
YES _____
NO _____

If YES, briefly describe some strategies that you use.

[EF]

D. Do you believe that you are helping current students to become more effective writers than students you had prior to your taking the Writing Institute?
YES _____
NO _____

[BASE] If YES, on what do you base your belief?
(1) Quality of Their Writing _____
(2) Writing Evaluation _____
(3) Scores on Achievement Tests _____
(4) BSAP Scores _____
(5) Attitude Toward Writing Assignments _____
(6) Other _____ (List)

[NON]

If you are not currently teaching in a classroom, please identify and describe how you are using the skills gained in the Writing Institute in your work.

(1) _____ Disseminate information on writing
(2) _____ Conduct and provide staff development
(3) _____ Provide opportunities for teachers to attend professional meetings
(O) _____ Other (Please explain.)

III. **Learnings**

The items in this section are to ascertain the extent that your professional growth in the area of writing can be traced to your participation in the Writing Institute.

A. [ADDT] Have you obtained additional training in writing since your participation?
YES _____
NO _____

[WHERE] If YES, please check and indicate where.
(1) College Course(s) _____
(2) Seminar(s) or Workshop(s) _____
(3) Sessions at Professional Meetings _____
(4) Staff Development through School Districts _____
Other _____ (Name)

[ACT] B. Have you become more active in professional organizations?
YES _____
NO _____

If YES, give the following information.
Professional organizations (use names, not initials) joined since participation are: _____
_____
_____

Please describe your activities with the group (e.g., officer, attend meetings, committee work, conference presenter).

[RDP] Do you read more widely now in professional journals?
YES _____
NO _____

If YES, please list the journals which you frequently read.

C. Briefly describe how your "comfort" level toward your own writing skills has changed.

IV. Please add any comments that you wish about the Winthrop Writing Institute.

[NE]

V. If a way were provided for networking teachers who had attended writing institutes, would you be interested?
YES _____
NO _____

	DEMOGRAPHICS			TEACHING						LEARNING						
RESI	YEAR	POS	NC	PART	PAY	TIME	WRISTR	LEARNCON	EFI	BASE	NON	ADDTI	WHERE	ACT	RDP	NE
1	1981-1985	T-C	4	INT	O	4	ALL	Y	Y	1,2,5	_	Y	1,2,3,4	Y	Y	Y
2	1981,1984	T-S	4	DP, RC	D	3	J,SW,M	Y	Y	1	_	Y	2,3,4	N	N	_
3	1981	T-S	5	INT	D	4	ALL	Y	Y	ALL	_	N	_	N	N	Y
4	1988	T-ME	2	INT	S	3	J,SW,FW,OS	Y	Y	1,5	_	Y	3	N	N	Y
5	1987	T-P	4	INT	O	3	J,SW,FW,OS	Y	Y	5	_	N	_	N	N	Y
6	1983	T-ME	1	INT	S	3	SW,FW,M,O	Y	Y	1,2,5	_	Y	3	N	Y	_
7	1986	0	2	RC,INT	D	3	J	Y	?	OTHER	_	N	_	N	N	Y
8	1985	T-S	3	DS	D	3	J,FW,M,O	Y	Y	2,4	_	N	_	N	N	Y
9	1988	T-S	4	DP	S	_	_	_	_	_	1,2,3	Y	2,3	N	Y	Y
10	1988	T-S	2	DP.INT	S	3	0S,M	Y	Y	1,4,5	_	N	_	Y	Y	Y
11	1987	T-MS,S	1	DP	O	3	ALL	Y	Y	1,2,3,5	_	Y	1,2,3	N	N	Y
12	1984	T-MS	5	O	O	3	ALL,O	Y	Y	3	O	N	_	N	N	Y
13	1988	T-MS	4	RC	EIA	3	J,FW,M	Y	Y	1,3	_	Y	3	Y	Y	Y
14	1986	T-P	2	INT	D	3	J,FW,OS,O	Y	Y	5	_	N	_	N	N	N
15	1981	T-P	3	INT	D	4	J,FW,OS,M	Y	Y	1,5	_	N	_	N	N	N
16	1989	T-P	2	DP,INT	D	2	J,,FW,OS	Y	Y	5	_	N	_	N	_	Y
17	1985	T-MS	1	RC	D	2	J,FW,OS,M	Y	Y	1	_	Y	3	Y	Y	N
18	1984	T-MS	2	DP	D	3	J,FW,O	Y	Y	1,5	_	Y	1,2,4	N	N	_
19	1983	T-MS	2	RC,DS,I	D	1	OS,O	Y	Y	1,5	_	N	_	N	_	_
20	1985	T-MS,S	3	DS,INT	D	3	J,SW,FW,M	Y	Y	1,2,5	_	Y	1,2	Y	Y	Y
21	1989	T-MS,S	4	INT	S,O	3	J,FW,OS,M	Y	Y	1,5	1	N	_	N	N	_
22	1983	T-S	2	RC,DS	D	3	SW,FW,OS	Y	Y	2,4,5	_	Y	ALL	Y	Y	Y
23	1983	T-MS	2	INT	D	3	J,OS,M	Y	Y	1,4	_	Y	2,3	N	N	Y
24	1981	T-MS	3	RC,,DS	D	3	J,OS,M	Y	Y	1,2,4,5	_	Y	2,4	N	Y	N
25	1981	T-MS	3	RC,DS	D	3	J,SW,FW,M	Y	Y	1,2,4,5	_	Y	1,2	N	N	Y

DEMOGRAPHICS				TEACHING					LEARNING							
RESI	YEAR	POS	NC	PART	PAY	TIME	WRISTR	LEARNCON	EFI	BASE	NON	ADDT	WHERE	ACT	RDP	NE
26	1989	T-S	4	RC	D,S	3	J,FW	Y	Y	1,5	_	N	_	N	Y	Y
27	1986	T-MS	3	RC,INT	S	4	J,FW,M	Y	_	_	_	_	_	Y	Y	Y
28	1989	T-P	2	RC,INT	S	_	_	_	_	_	_	N	_	N	N	N
29	1986	T-MS	4	RC	D	3	J,M	Y	Y	3,5	_	N	_	N	N	Y
30	1984,1986	T-MS	2	DS,INT	D,O	4	ALL	Y	Y	3	_	Y	ALL	Y	Y	Y
31	1989	T-S	4	DS	D	3	OTHER	N	Y	1	_	N	_	Y	N	_
32	1989	T-MS	3	DS,,O	D	4	J,M,O	Y	Y	1,2,4,5	_	Y	1,2,3	Y	Y	Y
33	1981	T-S	3	DS,INT	D	3	FW,M	Y	N	_	_	Y	2,3,4	Y	Y	_
34	1985	T-P	3	RC,INT	S	3	J,FW,O	Y	Y	1,2,3,5	_	Y	2,4	_	_	Y
35	1984	T-MS	1	DP	S	4	FW,OS,M,O	Y	Y	1,3,4,5	_	Y	2,3	Y	Y	Y
36	1986	T-MS	3	RC,INT	S	3	ALL	Y	Y	1,2,3,4	_	_	_	Y	Y	Y
37	1986	T-MS	3	RC,INT	S	_	_	_	_	1,2,3,	_	Y	2,3	Y	Y	N
38	1985	T-ME	2	INT	O	3	ALL	Y	Y	1,5	_	Y	3	_	Y	Y
39	1981-1983	T-MS	3	INT	O	1	J,SW,FW,OS,M	Y	Y	ALL	_	Y	2,4	N	Y	_
40	1983	T-ME	1	DP	D	3	J,SW,FW,OS	Y	Y	1,2,3,4	_	N	_	N	N	Y
41	1987	T-C	1	O	O	2	J,SW,FW,M	Y	N	-	_	Y	2,3	N	N	_
42	1981,1984	T-ME	1	DS	O	_	_	_	Y	_	1,2,3	Y	2,3	Y	Y	Y
43	1986	T-S	2	RC	O	3	J,SW,FW,O	Y	Y	1,4,5	__	Y	_	Y	Y	Y
44	1984	T-MS	3	O	O	_	_	_	_	_	O	N	_	N	N	Y
45	1989	T-S	1	DP	S	3	J,SW,M	Y	Y	1,5	-	N	-	N	N	Y
46	1988	T-S	4	RC,DS,IN	D	2	OS,M,O	Y	Y	1,5	N	N	-	N	N	Y
47	-	T-MS	4	RC,INT	D	3	ALL	Y	Y	1,2,4,5	-	Y	2,4	N	Y	Y
48	1981-85,88	T-C	5	INT	O	3	J,SW,FW,OS,M	Y	Y	1,2,5	-	Y	2,3	Y	Y	Y
49	1988	T-MS	3	DP,INT	D	3	J,SW,FW,OS,M	Y	Y	1,2,3,4	-	Y	3,5	Y	Y	Y

Appendix B

IMPACT OF THE WINTHROP WRITING INSTITUTE ON PARTICIPANTS' TEACHING AND LEARNING

Comments:

I. A.
- I think.
- I'm not sure of the years, but I did N.J. Writing first, Writing Institute second and Humanities third.

I. B.
- Adult Education - 4th and 12th skill level, all subjects.
- Elementary Writing Coordinator

I. D.
- I was asked to participate.
- My sister attended the SWI in 1988. She loaned me her copy of In the Middle. I was converted.
- To prepare to lead a summer institute in the future.
- I was given a personal invitation by Joye Berman.

I. E.
- Middle Elementary teacher
- I now teach Public Speaking (college)
- I am now teaching English Designs - a computer-enhanced reading course.
- Supervisor of Curriculum Skills and Second Language
- I am presently working in the GRI reading lab at Chester High.
- I now teach at the University of South Carolina.
- I am in a different school system.
- No change.
- Same
- Secondary (Sr. High) English and Spanish teacher.
- I am now teaching at the High School level.
- Sixth grade language arts and social studies teacher.
- First Grade Teaching Assistant
- Our district has changed to a middle school program. I now teach only 7th and 8th grade, whereas before, I taught 7th, 8th, and 9th grade.
- I am currently responsible for the supervision of the secondary language arts program in my district.
- Lead Language Arts Teacher
- Director of Special Programs
- Teach 16 hours a week - work with curriculum organization, training, coordinator of 4 centers more.
- I am not working now.
- I now teach both English and World History.

I. F.
- No pay, listed as instructor.
- Other - Independent schools did not pay. I was in a private school system and funds were provided for 2 people.
- Fellowship grant.
- State paid half - teacher reimbursement
- Humanities - grant
- Consortium
- The college.
- 310 Grant that paid my salary for that year.
- Special Fellowship Grant

II. A. We are using Nancy Atwell's Reading/Writing Workshop in the Reading Lab. At the time of my participation I taught only composition now language arts.

II. B. Courses that I teach (321, 521, 623) contain many of these. I also used various writings in core courses taught by me.

Journals -
- reactionary writing to film; pieces of literature, sayings, class activities
- purposeful writing
- Writing in at least twice a week. Sometimes assigned topics, others are child's choice.
- Response journals are used to check understanding of unit material. Personal journals are free writing experiences where the students enter into dialogue with me.
- 3 times a week - free writing, response to literature, response to current events, etc.
- Personal, also reading/writing journals.
- Personal - Literature (novels, etc.)
- Daily journal writing on topic of their choice or I have an assigned topic if they prefer.
- Response journals are used in which students respond to literature. No correction are made in regard to mechanics, grammar, or spelling.
- Focus and "think" time. Letter/note writing for practical purposes and real audiences
- Twice a week, 1/2 page each time. I mark spelling errors mainly and run-on sentences.
- Personal journals, reading logs
- Students write letters to each other and to me about the books they read.
- Children write each morning in their journals.
- Children write, I respond to their writing.
- Effort in wiring ideas, etc.
- Journals of what they have done on projects.
- Use in all classes; sometimes as places to respond to readings, sometimes (as in WRI 102) as guided daily writing on specific topics or to introduce students to use of heuristics.

Summary Writing -
- sustained silent writing after class activities.
- of unit understanding.
- Students write summary paragraphs following reading stories
- Comprehension
- Response to Literature
- Content writing, reading logs, rewriting oral directions, evaluate learning.
- Children write in their own words what I have taught or what they have read.
- Responding to a variety of literature types and grade according to purpose.
- Summarize battles or events in history. Summarize books they have read.

Free Writing -
- usually as pre-writing or a way of thinking or a way of studying; also journal entries.
- imaginative, creative
- School newspaper - "Carolina Writer". Creative for holidays or topics under study in reading, science, health, or social studies.
- Learning Logs - all kinds of free writing - just keep students writing.
- Promote interest in writing
- Imaginations are stimulated during this time. Students are urged to explore the minds and "put it on paper."
- Stimulate personal writing
- To teach brainstorming and developing ideas.
- Children can write at any time in their journals if they feel the need.
- Students write from prompts or any ideas of their own choosing.

- Letters, student choose mode
- Poems, mystery stories
- As invention device, etc.

Organizational Strategies -
- jot list, cause/event/consequences.
- shape poems
- Webbing is used to show growth in concept development.
- We begin all writing assignments by prewriting steps.
- I use concept mapping to review students at the end of each chapter.
- Pre-writing
- Poetry
- Sentence Stretching
- Writing in paragraph from an outline or jot list.
- Pattern writing (my design which works well for early success)
- Character webbing, data charts on wars
- Used to review literature and provide a structure for papers analyzing literature.
- Jot lists.

Modeling for Types of Writing -
- we study models and do a "class" model; share drafts of other students and professional writers.
- Friendly to pen pals and troops, thank yous to visitors to classroom
- I use models in poetry and sometimes short story writing.
- Two times a quarter
- Four discourses
- Students write in many modes, using the four basic types of writing. Writing occurs much more often.
- Interview models, Ghost story models, etc. once a week.
- Patterns
- I use examples from students, books, newspapers, etc.
- 10 minute writing daily with several prompt options for brainstorming with each type of writing as we study it -- later choose from these ideas to develop and polish.
- Writing pattern poetry or from books that lends itself to patterning.
- Students share their favorite personal style.
- Occasionally.
- Literary works (short stories and poems) are used as examples of effective writing techniques.
- Poetry, letters, samples of descriptive, point of view, etc.

Others -
- Letters to a friend telling directions to a place. A letter to a friend telling bad effects of drugs.
- I am using the Success Reading Program. Students write in 3 of the 4 Success Module Modes: lists, phrases, letters, paragraphs, articles, sentences, poems, advertisements, dialogue, interrogative sentences, poster.
- Adult Education
- Practicing for Exit Exam. Lots of pressure for students to pass.
- Thinking Skills
- Methods for checking homework.
- I try to use short-answer essay questions on every evaluation I give to students.
- Math - definitions in students' own words explanation
- Pen pals
- I use Nancie Atwell's model in teaching writing two to three days a week. My students usually choose their own topics and edit as suggested by In The Middle. I also edit and list skills as suggested. We have individual conferences and discuss 1-3 skills. I also use mini-lessons.

- Students read for 15 minutes at the beginning of each class. We take 5 minutes to answer two questions that relate to plot, setting, characters, conflict, conclusion, etc.
- I have a writing center set up in my classroom. Our school has a volunteer room with parents aiding in writing. We have a book binding machine.
- Reader response letters (RE: books read)
- Group designs
- Literature analysis and discussion
- Compositions are assigned on specific topics and on topics of students' choice.

II. C.
- In undergraduate 321, I now use summary writing and pop test (not punitive) to diagnose.
- Sustained silent writing, informal outlining, formal outlining, essay (discussion question/answer, designing questions, more ideas/details - paraphrasing, writing abstracts, etc.
- I use learning logs frequently.
- Double entry journals.
- Very definitely.
- The double-entry journal. I use this format to have students respond to editorials on assigned issues.
- Patterns for paragraphs
- I teacher them how to set up essays for all content areas.
- Thinking skills are used throughout the curriculum.
- Finishing because statements.
- Story framing - comprehension, details, webbing - vocabulary
- Response journals to units taught. Stores that incorporate major elements of unit taught.
- Journals, essays
- Social Studies - descriptive writing, comparisons
- Response Journals
  My students have been invited to research a topic from art class and write a report. Social studies class students have done assignments and written.
- Write after read plays. Write 2-3 sentences everyday about Free Reading every night.
- Summarization, double entry journal
- I don't use a specific strategy, but content area teachers have told me they've seen an improvement in answering discussion questions and writing essays.
- I do present a lesson on writing essays.
- I use creative writing as self expression. We write sentences daily in language arts.
- We stress inventive spelling in creative writing in rough drafts.
- Focus on detail, description; attention to surroundings; attention to what is being read (reader response).
- I have encouraged my students to explore their emotions through creative writing and essay writing. Imaginative thinking also stimulates the young people to write stories, poems, plays, raps, etc.
- Have students to write to explain what we have discussed or read.
- We write for many purposes giving the writer an opportunity to discover their own comfort zone.
- We write letters home from "battlefield" in Social Studies. We write creative word problems in math.
- Always did.
- I sometimes have them explain a science lesson to me, for example.

II. D. Most definitely.
Indirectly, perhaps, my goal is to stimulate <u>thinking</u>. They more easily (readily, willingly, painlessly) are able to develop topics.

Parents have told me that their children have learned to write while participating in my class.
Although I teach, I have published poetry since the writing institute. Also I've been listed in Who's Who in Education and have been named Teacher of the Year at my school. I feel that these honors are directly related to this worthwhile experience.
I think I help them to better understand the process, and I also give them more options in their approach to writing. However, I don't feel that the caliber of students' skills is better.
Interest in publishing in national magazines.
Early successes
I worked out a system for including daily writing in the curriculum countywide.
Have shared with other adult education centers statewide and through WIN.
Letter writing and personal diary (daily)
Writing is fun rather than punishment.

III. A. Bread Loaf, Whole Language, WIN Writing Conference
I cannot remember exact locations. Some were through the SDE.
Constant remediation of BSAP Writing students, participation on 8th and Exit BSAP writing committee. Experience on a day to day basis has trained me. Also being "Remediation Coordinator" for our program.

III. B. I am as active as I have always been.
No time - work 1 1/2 jobs and single parent to 2 children.
No, but I plan to become more involved this year.

Profession Organizations -

- South Carolina Council of Teachers of English
- local, state and international reading association
- North Carolina English Teacher Association
- ASCD (Association for Supervision and Curriculum Development, National Council Teacher English (NCTE)
- I belong to the same ones but now attend conferences - SC Council Teachers of English and National Council Teachers English
- National Writing Institute - B Read
- National Council of Teachers of English
- SCIRA, National Council of Teachers of English
- National Writing Project, National Council Teachers of English, SC Council Teachers of English
- SC Council of Teachers of English
- SC Council of Teachers of English, Palmetto Reading Council, International Reading Association, SC International Reading Association
- Association for Supervision and Curriculum Development
- SC Writers' Workshop and SC Council of Teachers of English
- WIN, National Writers Project, and SCIRA
- Phi Delta Kappa, Association of Supervision and Curriculum Dev. and International Reading Association
- IRA, SCACUS, ASCD
- Prior to my leaving my job, I joined the Association for Supervision and Curriculum Development and read the materials.
- National Teachers Association and York County Teachers Association.

Activities -

- President in 1988 - on SC Writing Network Improvement Council
- attend meetings and conferences
- I attend meetings and am currently SCCTE Treasurer.
- Attend meetings.

- I have made several appearances at various state conferences to present ideas about poetry for more than poetry and have taken part in many school programs as a published poet. I have also written a book of poems since Institute and was recently published in Out of Unknown Hands.
- Officer, attend meetings, committee work, conference presenter.
- Attend fall conferences.
- Attend meetings and workshops.
- meetings and seminars
- I have conducted (been conference presenter) several writing workshops in Houston Texas and have presented at SCIRA State Conference 1990 and the Strategic Learners Conference, 1991. I have also given several poetry readings and have been involved in writers programs in various schools throughout the state.
- I attend meetings and have presented at conferences.
- Attend meetings, conference presenter.
- meetings sometimes

Journals -

- Elementary Language Arts and The New Advocate
- I have always read Kappan, The Reading Teacher and Educational Leadership.

- Creative classroom, Exceptional children, Teaching K-8
- Journal of Reading
- National Council of English Teachers, Educational Leadership
- Learning, Instructor, Educational Leadership, and English Journal
- Institute members share reading material (articles not journals) with me very frequently.
- English Journal
- NTE (English Journal) and Writer's Digest
- Educational Leadership and Language Arts
- English Journal
- Phi Delta Kappa Journal
- English Journal, Learning, Phi Beta Kappan, Middle School Magazine, Exceptional Children
- Language Arts and The New Advocate
- Journal of Reading and Reading Today
- NCTE Journal and Educational Leadership
- English Journal, Journal of Reading, and The Writer
- English Journal, SUCCESS, and Educational Leadership
- English Journal, Educational Leadership, and The Instructor
- Teacher Magazine and Reading Teacher
- Dimensions, Educational Leadership, Young Children, The Reading Teacher, Reading Today, The Harvard Education Letter.
- Review texts for curriculum constantly and read reviews. Mostly read good fiction that is well written.
- I also subscribed to The Instructor and Learning Magazines.

C. Much more comfortable - I am willing to share my writings.
I've always had a "comfortable" level - I've always been a good writer.
I feel more secure about expressing my thoughts in writing.
I am still not really comfortable with writing.
I am more comfortable in my on writing, i.e., willing to take risks in my writing.
My "comfort level" depends on the audience; but I am more relaxed and confident.
Much more confidence in myself and my students.
Confident but still developing own style.
I do now try to keep a personal journal.
My writing has become less formal. I am comfortable teaching students to write essays with everyday language.

I am very comfortable with writing.
I've always felt comfortable with my own writing.
I write for leisure and communication - not publication. Sometimes it's used for composing short poems or cards for others.
I write frequently - mostly letters - but also professionally. I love it.
I write more often in my own journal now and have submitted and had published two short pieces written in the Institute.
I find the more I write, the more comfortable I am with my writing.
I have a good grasp on my strengths and weaknesses and I do not feel as self-conscious about my writing skills as I did at the time I attended the Institute.
I was "okay" with my skills, but I am now comfortable when I teach writing skills.
I have more confidence in my own abilities and in evaluation of students' work.
More confident personally and professionally.
From sheer panic to semi-pleasurable.
100%
I have always felt comfortable writing but now I have more confidence in my writing ability.
I've always been a writer, only now I am oven more so. Writing makes me feel like I've just swallowed some hot chocolate -- delicious!
I am less critical of my own writing.
I write and rewrite freely knowing that my writing improves with each rewrite.
I now know I do have some "mature writing skills" worthy of the time it takes to use them. I am also more aware of the realistic time it takes to write well!
I'm not sure that it has really.
I feel more confident and competent as a writer. I recently submitted an article to Reading Today, but I haven't heard from it. Before SWI, I would not have considered writing an article - certainly not submitting one.
I have more confidence in my ability to teach, illustrate, and describe writing techniques.
I have begun a young adult novel and have been keeping a journal since the workshop.
I am writing often, creatively, expositorily, wildly, and imaginatively. Sometimes when I pick up the pen I go madly into a writing rage only satisfied completing the masterpiece it ultimately becomes!
I have always felt comfortable with my ability to write transactionally; however, I still have problems with expressive and poetic forms of writing.
Very comfortable! I have written a grant proposal!
I enjoy a wider range of writing purposes.
I learned that I am a good writer and am willing to share with the students.
I feel very comfortable with my own writing skills and am involved in grant writing at the district level.
Just wish I had more time to write.
I am comfortable with writing. It does not overwhelm me if someone criticizes positively or negatively.
It has not changed.
I try to be more conscious of the specific "audience" and choose my words with that in mind, so that I may communicate more effectively.
Writing when the students write is the most valuable lesson I learned. The students try to "beat the teacher" in creativity, and they often succeed.

IV. Comments:

1. Helped me to have confidence to begin Young Writers' Conference - going into 7th year.
2. I entered a selection which was published in first anthology of SC Teachers' writings.
3. The accepting, supportive environment present in a Writing Institute is a unique experience. No red pencil, no frowns, no destructive "helpful."

4. My answers above (No's) are a result of my always having been active in those areas. The WWI is the most effective tool for training teachers in the teaching of writing. Often times (too often), teachers "think" they are teaching writing when really they are only testing. Learning "conferencing" is perhaps the most valuable tool of all.
5. The Writing Institute is one of the most worthwhile courses I have taken.
6. The Winthrop Writing Institute was an exciting, enlightening journey into the whole realm of writing. I will be forever a different student in writing as will my students. I teach remedial reading to 3rd and 4th graders this year.
7. It was a unique experience. Our group quickly developed that magic comraderie that sometimes happens. I still maintain friendships begun in that class. It was richly rewarding to share insights and problems with teachers from so many different grade levels (1-12), and it helped me to view writing as a process of growth; I had too long been locked into secondary thinking. Personally, It took away from the PAIN. (Before, WRI - PAIN; but WRI + WWRI = pain + PLEASURE)
8. I thoroughly enjoyed attending the Writing Institute. It was, perhaps, the most motivating class I have ever attended. It was interesting to receive this survey because I had just been thinking I would like to have a short refresher course in teaching writing. I get so caught up in my "have to's," I don't get many of my "want to's" done.
9. I had a good time. The experience has been a lasting one. I find ideas come easily - especially from experience. Each time I read a book, it seems that significant "ideas" jump right out at me. Thanks!
10. Lots of good ideas and suggestions for practical use in my classroom.
11. I don't require more writing, but my approach and style are better now because of what I learned. I added journals to my regular class routine and think they are effective in getting ideas flowing.
12. I have pleasant memories about the WWI and would enjoy a refresher course.
13. It was a very positive, fulfilling experience, both personally and professionally. I would recommend it to anyone.
14. Excellent!!! I cannot say enough about the institute.
15. All teachers should have some type of writing workshop because writing should be an integral part of the curriculum. As a result of my writing instruction, I feel that my effectiveness in all areas has improved.
16. WWI gave my teaching the boost it needed in the area of writing.
17. I feel very fortunate to have been able to participate in the first Writing Project held at Winthrop. I have used many techniques that I learned for teaching student to write. I am also encouraged by the improvement I have seen in my students' writing when they come to me in the fall of the school year. It appears that most teachers have put some good writing strategies to work in their classrooms.
18. I wish that we had more hands-on material or techniques to help me more with my students. I have very low level students who consider writing a "no-no." Increasing my own writing skills did not really help me increase my students writing skills.
19. In my opinion, the Winthrop Writing Institute has been the absolutely BEST thing that's happened to me since my divorce!! It's an experience that every educator should be blessed with.
20. I give the Winthrop Writing Project credit for keeping me in my classroom as an effective teacher. Without the WWP I may have stayed in the classroom but I'm not sure I would have been or felt I was effective. WWP increased my awareness of the power the classroom teacher has and gave me the tools to ignite my students with that power! WWP fostered leadership skills in me that have proven beneficial to myself, my school and school district. Without my writing project experience I wouldn't have felt adequate in these roles.
21. The main benefit of the Writing Institute was being introduced to Nancie Atwell's In The Middle. I was able to change my class, Developmental English Lab, and model it after hers. This is my second year of using her model, but I still have a lot of perfecting to do.
22. My students really enjoy writing now. Last year my students "published" three

anthologies. Four of my students won prizes for pieces of writing. Of the 101 8th grade students I taught in 1989-90, 96 passed the writing portion [BSAP] (95.1%)

I submitted a proposal to teach using a reading/writing workshop approach and received State Department approval.

Last year my district awarded me a grant to purchase a book binder and combs like those used at SWI. Students have created their own book covers as well as using cereal box covers.

23. If you teach writing in any form, this is a must!!
24. The Winthrop Writing Institute is a wonderful, exciting way for teacher to engage in one of the most valuable modes of communication. Before my involvement in 1986, I wrote as an "educator in the making." Now I feel more well rounded when I pick up the pen. I am creating worlds full of magic where not only may I enter, but lead my students there as well. Now my wings lift me into the rainbow's stripes and oh, how golden is that gold at the end of that bow. Every teacher in the country need to experience the Institute!
25. I sincerely enjoyed my experience with the Writing Institute and still believe it is one of the most comprehensive ways to help teachers teach writing. I only wish that I could have used what I learned in a teaching situation with 25-30 students. I do, however, use the pedagogy with teachers.
26. I enjoyed the Winthrop Writing Institute and have encouraged others to participate. It helped me to see writing in a new way. I had expected to have been told how to teach writing. Instead, I experienced the anxieties that every student must feel about writing through having to write.
27. Most of these questions are inappropriate for me and may throw off your survey. My degress is in composition theory and rhetoric.
28. I took this course under Joye Berman and Penny Coppedge. It was the most informative, enjoyable, productive, and positive course I have ever taken. I changed the English curriculum for my own classes (based on that course and a first year on 8th grade BSAP writing committee) and then was asked to replicate writing program for learning labs countywide and statewide. I enjoyed the teachers, students, and activities. I experienced a real "surge" in my own writing and have continued ever since. (I finally have enough pieces to make a little book of poetry, for which I may or may not seek publication beyond my own.) I have always written for pleasure, but the course provided extremely positive and strong stimulation.

    I still see several people who took the course with me. Their memory of the course is much like mine -- one of the most positive, creative, and productive course experiences they've ever had.

    I continue to recommend the course to everyone who hasn't had it. I will share with you that in recent years those I have sent have been somewhat disappointed and did not have the same wonderful experience we did in '86 -- for whatever reason -- but liked it okay. I wouldn't trade anything for those three weeks. I did teacher 101 and 102 WRI at WC for two years after that and used many of the techniques and activities in the 101 classes. The students loved it.

    Thanks for continuing such a wonderful thing. Wish my life allowed more time for participation in your organizations. Maybe someday.
29. I really never had the opportunity to spend concentrated time with writing. Being with others who cared and were helpful in sharing ideas was great. This writing experience in 1984 gave me a chance to express my thoughts and feelings which prior to that time were somewhat elusive -- even to me. Since the experience I've become so much more of the "details" of life - sounds, sights, emotions, etc. Words from a page "jump out at me" as I read. The world is more an integrated place now - unified. Writing is essential to growth. I guess it's like sunshine to the plant. It makes one think and rethink.

30. The Writing Institute made me more aware of the variety of strategies and purposes that are relevant to classroom writing and the need to value creativity and effort more than "form." I was impressed by the enthusiasm and varied ideas of the directors and participants. Sharing suggestions with other teachers is always helpful and motivating.

31. The institute was wonderful, and I often think about the people involved. I will be an active participant in the future. Thank you.

V.
- Yet how everyone's writings grow!
- I do not understand the question.
- I'm interested, but my schedule is already too booked up now.
- Do not understand the question.
- I don't understand the question.
- If it could be done during school hours - I spend lots of time with my own 2 children and consider that to be too valuable to give up.

Appendix C

INTERVIEWS FOR
THE IMPACT OF THE WINTRHOP WRITING PROJECT: 1981-1989

Beckey Davis, Rock Hill High School (1989 WP)
Interviewed by Joye P. Berman, October 27, 1990.

WOULD YOU TALK A LITTLE BIT ABOUT WHY YOU WENT TO THE WRITING PROJECT AND WHAT YOUR GOALS WERE?

I took the WP because I taught writing. I knew it was an important part of my class and I needed to learn some more about teaching writing. That was my goal to teach them better.

DO YOU FEEL THAT YOU ACHIEVED YOUR GOAL?

Yes, I feel that I achieved a lot more than I had expected as to learning about writing and how to help my students. I really feel good about it.

COULD YOU TELL US ABOUT SOME OF THE THINGS FROM THE WRITING PROJECT THAT YOU ARE USING; HOW THIS HELPED YOU IN THE TEACHING OF WRITING?

The main part, the main thing that helped me, I guess, was Nancie Atwell's book. I'm using all of her suggestions and I'm teaching my class using hers as a model. I'm doing the reading and the writing the way of IN THE MIDDLE, and that was ...

WELL CAN YOU GIVE US AN ILLUSTRATION OF ONE OF THE PARTICULAR THINGS THAT YOUR STUDENTS REACTED TO OR THAT YOU THOUGHT WAS VERY INTERESTING THAT CAME OUT WITH YOUR CLASS USING HER TECHNIQUE OR THE READING OR WRITING WORKSHOP.

One thing that comes to mind is the poetry writing we got into last year [in WP]. I was never very good, I didn't think, at having my students write poetry because I had never thought that I was that imaginative and I never got that much from my students, but last year they wrote so much and they did get into poetry and I really got some interesting pieces, I thought. And some of them were very surprised with what they came up with.

DID Y'ALL PUBLISH ANY IN THE CLASSROOM?

No. I misunderstood I thought that we didn't have the ... you know the funds got very low last year and I had planned to publish a book. And I thought we didn't have the funds. I didn't realize that our funds were separate, so we never published our book. We definitely will this year.

AND YOU ARE GOING TO SEND US A COPY?

Right.

ANY THING ELSE YOU WOULD LIKE TO SAY?

No, I'm just glad I took it. It has changed my teaching.

WELL, THANK YOU, BECKEY.

Lynn Welch, Andrew Jackson Middle School (1989)
Interviewed by Joye P. Berman, October 27, 1990.

WOULD YOU TALK ABOUT WHY YOU WENT TO THE WRITING PROJECT. WHAT SOME OF YOUR GOALS WERE AND WHAT YOU EXPECTED TO ACCOMPLISH?

My sister had attended the WP a year or two before and she had used Nancie Atwell's book In the Middle. And knowing that I teach middle school, she brought me the book. She said, "Lynn, you've got to read this. You will love it; it reads like a novel, not a textbook." So I thought--sure, and it was the summertime and I had time. And I sat down and read the entire book through just like a novel, and I thought this is wonderful.

At that time I had been teaching about 13 or 14 years-grammar. And I had always thought there was a a better way to get students to write. I knew they didn't apply grammar exercises to their writing because if they did they couldn't make 100 on their grammar test and then make all of these errors in a composition. And I realized how very little time we had actually spent in meaningful writing. They had done the things I had asked in composition and that kind of thing, but not choosing what was important to them. I guess I had the attitude that I'm the teacher and I know what is important and what I want these children to write. I had never let them have the freedom to choose. And she [Atwell] did everything in this book that I had thought language teachers ought to do, but I didn't have any knowledge of how to begin doing it.

And so when I attended the SUMMER WRITING INSTITUTE, my goal was to learn Nancie Atwell's method and go back to the classroom and apply it. I think I accomplished that. The next year I told my principal the kind of thing I was going to be doing-- that I wouldn't be using the grammar textbook that much, which was 89-90. And he said fine. He said, "I don't know that much about English; you just teach the way you want to--whatever is fine with me." So I had the freedom to do that.

And last year I taught 8th grade. In the 6th grade, the students that I taught, 70% of them had passed the BSAP writing test. Last year 95.1% of those students passed BSAP. I taught 101; 96 passed; of the 5 that did not, there was 1 that I felt really should have. I don't know what happened. I did not administer the test and, of course, we don't get to see them. But it was so exciting to see the kids who had not passed before, and they were passing. And not only did their writing scores improve as a result, but also the reading scores because I also used the reading workshop where my kids read every day. And I think about 70% had passed reading. 86.14% passed reading this time. You know up 16% over last time. I'm very excited.

And this year 90-91 I wrote an experimental program. I sent it to the [South Carolina] State Department and it was approved, so I can teach without having to depend on the textbook. Children could choose their books; we write everyday in class. I use the mini lesson format and it has completely changed the way I teach. We use the grammar book very little, just for examples. So that they will have heard of adjectives, verbs, pronouns and all of that when they get to high school, but not as the basis of teaching any more. But we use the mini lesson format, or at least I do, and other teachers. There is one teacher across the hall from me who is so excited about it, and I have shared it with her. And I did an inservice for my district when I went back. And other people have adapted this too.

LYNN, I GUESS THAT WE CAN SAY THAT YOU FEEL THAT YOU ACHIEVED YOUR GOAL.

Well, I certainly did.

CAN YOU THINK OF ANY ANECDOTES OR ANY INCIDENTS THAT YOU WOULD LIKE TO SHARE WITH US ABOUT YOUR STUDENTS' READING OR WRITING, OR YOUR OWN READING OR WRITING?

As far as my students are concerned, last year I sent quite a few entries to the Southern Sampler because I have just stacks of writing where before I had very little. But they write constantly, and one of the students I teach won the first prize for Middle Schools. We have a conservation essay contest for Lancaster County. My three students placed first, second, and third in Lancaster County. And we are gearing up now for the Governor's Writing Award. We have our eye on someone from our school winning that from Lancaster County.

And I am a member of the SCIRA and I get the journal Reading Today. I wrote another grant which I got this year and last year--Electronic Reading Shelf Reading Contest, which other schools have written grants for. I wrote that particular grant again, and my students are reading. They are reading more than ever. Before it was all assigned. I'm getting off the subject.

Reading Today, the magazine I get, had a call for an article about reading programs that work. Well, before I would never had considered writing for a professional journal. I had very little confidence in my own writing because I didn't write. I'm good at technical papers, term papers and research papers. I could do all those types of technical writing, but I had never tried anything on my own just because I wanted to write. And I wrote an article. I don't know if it will be accepted or not, but I wrote the article and mailed it. I would never have had the nerve to be refused before. But it was fun just doing the article, and I am doing a similar one for a little leaflet we send out in Lancaster County called Three Cheers, and it recognizes good programs or good things going on in the classroom so I'm in the process of taking that article and rewriting it for Three Cheers, and now instead of calling people, I write friends and I write notes and I am no longer concerned that everything has to be perfect. I mean, my kids are writing; I write everyday in class, too, and keep a notebook the same way the kids do. I just can not say enough about how it affected my life personally. And my kids are looking at this year we have an ambition.

One of my goals in class is for the children to write an original storybook similar to the one I did for my project. But this is for Landmark Editions Inc. I don't know if you are familiar with that, but they give college scholarships to students whose books are selected to be printed by their company; and a girl, I think from Charlotte, was a $5,000 scholarship winner last year. Well, I found out about it and I'm teaching for it in both 7th grade classes. I'm making it mandatory for my 8th grade gifted & talented group. The catch to this is where my project in the summer was a group, this has to be written and illustrated by one person. So these students are going to enter that contest this year, and I am going to have at least 17 books. I have 17 people in the class. We are going to enter 17 books in that contest in May.

THAT IS MARVELOUS, THAT IS MARVELOUS. THANK YOU FOR SHARING THIS WITH US.

Vickie Brockman, Mt. Gallant Elementary School (W-H, 1984; WP, 1986); Interviewed on June 1, 1991

VICKIE, COULD YOU TELL US SOMETHING ABOUT WHY YOU WENT TO THE WRITING PROJECT? WHAT SOME OF YOUR GOALS WERE? SOME OF YOUR EXPECTATIONS?

In 84 when I went to Humanities [Writing Project], I has just moved from first grade to fourth grade and this was the time when we had a big push in schools to work with writing and I really didn't know how to work with writing. It was also an opportunity to get six hours that were paid for that would renew my certificate. And then after I got in Humanities, I sort of got hooked and so I applied in 85 to go to the WP; but I didn't get accepted by the School District to pay for me, but I did in 86. At that time I wanted to extend and improve the things I was doing in my classroom that I had learned in Humanities.

WELL NOW, VICKIE DO YOU FEEL THAT YOU ACHIEVED THESE GOALS BY GOING TO THE WP?

Yes, I feel that the things I learned in writing I have applied in the other areas in my classroom so that everything across the curriculum has been affected as far as making things student-centered as opposed to teacher-centered and student-manipulated, if that is the right word, as opposed to teacher-manipulated.

ALL RIGHT. CAN YOU THINK OF SOME OF THE THINGS FROM THE WP THAT YOU HAVE BEEN ABLE TO USE IN YOUR CLASSROOM? HOW THE WP HELPED YOU TO TEACH WRITING AND READING, I MIGHT ADD? ALSO IF ANYTHING FROM THE WP HELPED YOU IN YOUR OWN WRITING OR READING?

Let me think what we do. My students use writing as a tool for learning whether it be grammar in English or reading or math. I use it in math writing so that they
really understand the steps they are doing in computation as opposed to just memorizing when to add, when to subtract, when to multiply-- that sort of thing. In content, we use it in science, in social studies and once again as a tool to learn those concepts and to feel like they have experienced those concepts as opposed to just reading and answering questions. Ah, my students write stories, books, short books; they do poetry; we use journals-- some years I use response journals that are just dialogue journals; some years I use journals that are literature based; they even keep journals in sciences with experiments and that sort of thing. We have written class books to explain a piece of literature that we have read together; we have written books

about different parts of the solar system in science; we have written letters to other students in other classes at another school. We've... I don't know what all we've done.

YOU'VE DONE A GREAT DEAL.

We have done it. We have tried it at least one time.

NOW, WHAT ABOUT YOUR OWN WRITING? HOW HAS WHAT YOU LEARNED IN THE WP HELPED YOU IN YOUR OWN WRITING?

Being in the WP brought me back to a time when I did a lot of writing. In high school I did a tremendous amount of writing, working with newspaper and annual staff. I did a lot of writing. Like the times I had to do the writing between sections in the annual-- that sort of thing.

And even if it wasn't the sort of writing we endorse now, I can remember having several teachers in high school that we wrote every Friday on every topic imaginable. But it did in its own way help me develop my writing because of practice. I hadn't done any of that since that time and it has really brought that back to me and been real...I have been really successful with that, I think. I keep a classroom journal at school, which, if nothing else, is fun to look back this time of year, in the spring, and do a little reflection.

WELL, YOU WRITE WITH YOUR CHILDREN SOMETIMES, DON'T YOU?

Right, right, and I write with my children. I almost always try to do some piece of writing, if not exactly as they are doing it, right before they have done it-- the night before--that sort of thing so they can see an example of what I do. I read them some of my better things.

And they are always in awe; Mrs. Brockman, did you really write that? And I have a little story that is a collection of what we have worked on the last three or four years. It's a Christmas story and we always get it out and revise it at Christmastime cause it still isn't quite like Mrs. Brockman wants it. And it has many names attached to it.

WELL, YOU HAVE SHARED SOME, A LOT, OF THINGS IN GENERAL ABOUT WHAT YOU HAVE BEEN DOING, BUT CAN YOU GIVE US -- CAN YOU THINK OF ONE PARTICULAR THING, OR SOME PARTICULAR REACTIONS YOUR STUDENTS HAVE HAD TO SOME OF THESE ASSIGNMENT OR SOMETHING OF INTEREST, A LITTLE ANECDOTE ABOUT A WRITING ASSIGNMENT OR A PIECE OF WRITING?

It not really a piece of writing or an assignment, but a thing that comes right to my mind that I haven't thought of before. This little fellow that I taught six or seven years ago, I guess, is a rising sophomore and he has been elected class president; and a couple of more controversial things that happened at Northwestern [High School], he wrote editorials to the paper. I was so proud of him and I wrote him a little note and he wrote me one back, saying, "Mrs. Brockman, you started me writing in fourth grade and showed me the power the pencil can have." Now granted, he was very political, planning to be a politician at the time.

LET'S NOT QUESTION HIS MOTIVES; HE WAS WRITING FROM HIS HEART.

And I have had several groups of students that did that sort of thing. There's another, a fellow in that same class that when he was in sixth grade, he wrote the poem that went inside their promotion program, and he sent me a copy because he wanted me to see that. I have a student this year that was selected to go to the State Young Writers' Conference for Rock Hill, and when he found out-- we had him out in the hall to tell him by himself before it was announced to the school, and he took his fist and he threw it into the air and he said, "YES!" He was one of those tough little athletic boys, and I think that says a lot. That they would react...

THE POWER OF THE PENCIL. I LIKE THAT. CAN YOU THINK OF ANYTHING ELSE YOU WOULD LIKE TO SAY ABOUT THE WP OR ABOUT THE HUMANITIES-WRITING OR ...

I have had lots of student since 84 that have had a lot of opportunities they might have had anyway, but they would not have had them that year. I have had several students attend the State Young Writers' Conference, which is an invitation only annual event. I have had several students attend the Winthrop Student Writers' Conference.I've had several students published in the Consortium anthology [Southern Sampler]; I've had several students published in the state anthology of the SC Council of Teachers of English [Carolina Writes]; and I have had a few that had enough nerve to send things off to other places; I don't know that we've had anything [published] but just the fact that they had enough nerve to think that something they had was worth while. I don't think, I know that they wouldn't have had that experience at that particular year, they may have had with someone else. I have also grown professionally. What's all that stuff I do. Will that help you?

YES.

Will that help your data.

YES, WE'LL TAKE ANYTHING WE CAN GET, VICKIE.

I am and I have been on the Board of the State Young Writers' Conference for four year-- since the second year of the Conference.

AND I MIGHT ADD THAT THE [STATE] WP IS A SPONSOR.

The [SC] WP along with five other professional organizations in South Carolina sponsor this state conference that brings together students from all over SC. I have served as secretary and vice-president for membership for the SC Council of Teachers of English; and I now edit "The Harbinger," which is their newsletter. All those things I feel like I have been involved in

because of the WP. I also received an EIA teacher grant last year for a reading program that my students participated in that also includes a writing aspect.

SO YOU THINK THAT MAYBE THE PRESENTATION AND THE LEADERSHIP ASPECT AND THE CONFIDENCE THAT YOU GAINED FROM PARTICIPATING IN THE WP HELPED TO PURSUE YOUR PROFESSIONAL ...

I always knew that there was something else I could do besides teaching my little class, but I never really knew just exactly what it was. [THIS WAS THE NUDGE.] It gave me the avenue to go down in that direction. I almost always am invited to serve on district-type writing committees. I have been the chairman of the Consortium Writing Network; I am presently Director of the Winthrop Writing Project; I always, anytime we have to select children's essays in our school, they always put them in my box to do. I always have to write the letters that go out about these sorts of things. I don't know if it is my talent or they just know that I handle that area.

SO YOU ARE KNOW AS THE WRITING PERSON AT MT. GALLANT. THANK YOU.

Janet West, RISK Program for the Gifted, Third Grade (WP, 1985); Interviewed June 3, 1991.

I AM GOING TO ASK YOU TO TALK A LITTLE ABOUT THE WP, WHY YOU WENT TO THE WP, WHAT WERE SOME OF YOUR GOALS, WHAT WERE SOME OF YOUR EXPECTATIONS?

The summer before, you had come to Independence [Elementary School] and about the Humanities and I hadn't done that one and had regretted it. Regretted not participating in that course. The WP had been so highly recommended by people; and it was a easy way, I thought, to renew my certificate.

LITTLE DID YOU KNOW.

What I was getting in for.

O.K. WELL, EVIDENTLY YOU RENEWED YOUR CERTIFICATE.

And was very happy I went.

WOULD YOU TALK FOR A LITTLE BIT ABOUT HOW PARTICIPATION IN THE WP AFFECTED YOUR TEACHING?

As far as affecting my teaching, I have placed so much more emphasis on writing than I had before that. And I think I recognize the importance of the children writing and how much they can do on their own, which I had not realized or had not respected the children's ability as much as I should have.

WELL WHAT AFFECT DID IT HAVE ON YOU?

Well, as my family would tell you, it has not stopped affecting me. I have been to summer school every summer since then and I will have my master's degree from the University of New Hampshire this summer. And I have been from coast to coast taking writing courses. And have just thoroughly enjoyed all of it. I give the credit all to the WP.

YOU THOUGHT YOU WERE GOING TO GET THREE HOURS AND YOU GOT A DEGREE AND EVERYTHING ELSE OUT OF IT. JANET, COULD YOU SHARE WITH US SOME OF THE THINGS YOUR STUDENTS DO IN WRITING THAT ARE RELATED TO THE KINDS OF THINGS YOU LEARNED IN THE WP AND IN THE SUBSEQUENT COURSES THAT YOU TOOK?

I don't have a particular class of children because I am teaching in the Gifted and Talented program [RISK] for the elementary schools in Rock Hill; and it's a pull out programs so I have a different group of children five days a week and I do have third graders. One thing that is a direct result of the WP is that our children start at the beginning of third grade in the gifted and talented program keeping a journal and the teachers respond to the journal on a weekly basis and this journal stays with the children throughout the RISK program. So some children... We now have a couple of groups of children who have gotten their journals back at the end of fifth grade. And these are a record of three years of their growth and three years of responses from the teacher. I know that journals are sort of a controversial thing, but for our children it has proved to be a wonderful way for us to get to know the children. We only have them come once a week. This is a good way to get to know them and it encourages many of them to become a little more fluent with their writing. Not all of them. We still have some I don't feel like I get a long way with.

We do a good bit of research with writing where we emphasize paraphrasing, note taking, that kind of skill. I think I recognize that the children could do more of this than I had given them credit for before. We try to do poetry, and other forms, writing stories. Some things we write are very short, but we try to do as much writing as we possibly can fit into a day.

I KNOW THAT YOU SAY THAT YOU HAVE SOME FIFTH GRADERS NOW THAT HAVE GONE THROUGH FOR THREE YEARS OF THE PROGRAM. ARE YOU THINKING ABOUT DOING SOMETHING WITH SOME OF THAT. IT'S GOOD DATA.

No, I don't know if there anything I can do. It probably would be something good for research. I haven't taken any kind of research course. Teacher as researcher is something I would really like to, but I haven't been at the right place at the right time.

BUY DIXIE'S BOOK.

Take Eve's [Eve Coleman at the College of Charleston] course is what I would really like to do. I have had some fifth grade teachers say that some children were more fluent when they were younger than they are at the fifth grade. Some of the children who are good writers, that perhaps some of them are not as fluent as they were at one time. The children are real pleased with these [journals] though. They have got a true treasure if they will keep track of this. You're not going to get ... where you have three years of growth which is .... to show always real growth. You would like to see more, but it is our record of three years.

WELL WHAT ABOUT YOUR OWN WRITING, JANET. HOW HAS YOUR PARTICIPATION IN THE WP AND SUBSEQUENT WRITING COURSES INFLUENCED YOUR OWN WRITING?

There are closet writers and things like that. I'm not a closet writer; I am a summer writer. I don't do much except what I do in the summer. Several of us who have been at UNH the summers I've been there together we say we come back to get our fix every summer. I'm not a very disciplined writer. I'll do it in summer school but that's because I have to do it and everybody around me is doing it. But during the winter it's a whole lot harder. I can say my writing has improved because I have got all these umpteen hours. And most of my work at UNH has been in some type of writing course.

O.K. JANET, CAN YOU THINK OF ANYTHING ELSE THAT YOU WOULD LIKE TO TELL US ABOUT THE WRITING PROJECT, ANY IDEAS?

I said it has made a tremendous change, personally and professionally, it made a big difference in what I did in the classroom. Not just in writing, but I think through learning about different things or what different genres the children could handle, the different techniques, the responding to literature and all that, it's made me a much more competent teacher in lots of respects. I give the WP a lot of credit for that.

AND WOULD RECOMMEND IT TO ALL OF YOUR COLLEAGUES.

I would recommend it to everybody. In fact, I have. Fran Webb has been through and Janet Wilson.

WELL, THANK YOU JANET.